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ABSTRACT

This report evaluates this prevention program's effectiveness in producing social change in the area of alcohol abuse among Boys' Club participants. Concentrating on the program's third year, this paper presents summative evaluations for seven Boys' Club pilot sites. Each summation concentrates on the site's ability to translate models developed over the first two years of the program into prototypes for incorporation into the ongoing Boys' Club program and examines the impact the intervention effort had on participants exposed to the program. Specific activities undertaken at each site to develop and/or implement the program are described. Sample data from surveys and interviews conducted by evaluators to assess the project's impact on participants are presented. Patterns of drinking behavior among the project's participants and a control group are compared. The impact of the entire three year project on the Boys' Club of America is analyzed and recommendations made by evaluators regarding the project are outlined. (EB)

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# FINAL EVALUATION

# BOYS' CLUBS OF AMERICA ALCOHOL ABUSE

# PREVENTION PROJECT

# 1977-78

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# INTRODUCTION

Over the past three years the Boys' Clubs of America has received a grant from NIAAA to develop a prevention program for producing social change in the area of alcohol abuse among young people. The action program was conceived of as a prevention-education intervention project. The final evaluation prepared by Insight Associates consists of two parts.

The first part will concentrate on the third year's activities. It will attempt to assess the ability of selected Boys' Clubs to translate models developed over the first two years of the grant into prototypes for incorporation into the ongoing Boys' Club program. It will further examine the impact of the intervention effort on the participants exposed to the program.

The second part of the evaluation (which will be submitted in the spring of 1979) will attempt to analyze the impact of the entire three-year project on the Boys' Clubs of America as an organization.

## DESCRIPTION OF THE PROGRAM

The Boys' Clubs of America's National Alcohol Abuse Prevention Education program completed its third year in December 1978. The project had two major aims--one on a personal youth-serving level; the other on an organizational level. On the individual level the program aimed at

- educating youngsters about alcohol use and abuse;
- enabling youngsters to make responsible decisions about alcohol;
- developing leadership potential and role models for other youth.

The techniques of values clarification, peer-leadership, communication skills and responsible decision-making were integral parts of the Alcohol projects.

On the organizational level the project aimed at

- the training of Boys' Club Professional staff in a series of alcohol abuse prevention education workshops;
- promotion and distribution of prevention materials including Alcohol Abuse Prevention: A Comprehensive Guide for Youth Organizations;

- the replication of models developed and tested during the 1975-76 and 1976-77 years in seven pilot sites;
- the incorporation of alcohol abuse prevention as a continuing thrust within the national organization.

Following Suchman (1971) we have distinguished between three types of demonstration projects--pilot, model and prototype. The first year of the Boys' Club Alcohol Abuse Demonstration project was characterized as a pilot phase. This is a trial-and-error period with an emphasis on developing effective strategies. The second year was a model phase. During this phase, projects are refined and strategies developed during the prior phase are tested. During the 1977-78 year (the third year) the viability of these models to the real world are demonstrated. This is called the prototype period. In terms of the Boys' Club project, this period is characterized by the adaptation of the Alcohol Abuse prevention models developed in previously funded local Boys' Clubs, and described in the manual Alcohol Abuse Prevention: A Comprehensive Guide for Youth Organizations to different local clubs.

The 1977-78 Prototype Phase involved the selection of seven Boys' Clubs on the basis of their need, interest and ability to conduct an Alcohol Abuse Prevention program.

Each project followed one of the models developed in previous years. The sites selected and their program emphasis are:

| | |
|---|---|
| Boys' Club of Coachella Valley | Media |
| Boys' Club of Denver | Arts & Crafts |
| Boys' Club of Florence | Keystoning |
| Marlboro Boys' Club | Peer Leadership |
| Oakland Boys' Club | Peer Consulting |
| Boys' Club of St. Croix | Values Clarification |
| Warwick Boys' Club | Culture |

The first year (1975-76) of the BCA Alcohol Education Project was characterized by a three-pronged approach to Alcohol Abuse Prevention. The program was based on:

a. dissemination of information;

b. peer leadership activities;

c. values clarification activities.

All pilot sites developed programs around these three concepts. While there was an emphasis on humanistic and affective education and values clarification, in the second year, greater stress was placed on developing different model programs around ongoing Boys' Club activities or services. In 1975-76 year the 20 Boys' Clubs which participated in the initial three-day

Consultation were competing for stipends of up to $6,000. Only five programs received funding. The other 15 clubs received technical assistance from the National Director of Project TEAM and were encouraged to look for alternative sources of funding in their own communities. In fact, only 4 of the 15 clubs persisted in establishing any type of program when they did not receive financial assistance. Therefore, in line with evaluation recommendations the 1976-77 Project eliminated the competitive element from the project and all clubs that participated in the project were funded in the amount of $2,000.

The participants in 1976-77 project differed from their counterparts of the previous year as they arrived at the initial Consultation with some program themes and ideas prepared. While in many cases extensive revisions and refinements were necessary, the fact that the project coordinators developed some program ideas prior to their arrival in New York strengthened the Consultation and insured an earlier beginning to the actual inception of the programs in the local clubs (as was recommended by the 1976-76 Evaluation).

The Project TEAM program was structured around an initial meeting of all participating project coordinators

in New York (Consultation) and subsequent meetings between the national staff and the project coordinators at their local clubs, with a sharing meeting towards the end of the project year.

The 1976-77 Consultation differed from the 1975-76 Consultation in several important ways.

1. As was mentioned above, the participants arrived at the Consultation prepared with program ideas and proposals.

2. No youngsters (Boys' Club members) participated in the Consultation, thus insuring the direction of the Consultation as a professional staff training meeting.

3. Project Resource Staff (program specialists) were assigned to each local Boys' Club staff person to assist in program development.

4. A full day at the Consultation was devoted to the development of program objectives which were to guide each project and included measurable criteria for assessment and demonstrations of success. It was hoped this emphasis on management by objectives would overcome some of the problems noted in 1975-76 Evaluation (e.g., multiplicity of aims, unrealistic expectations, lack of clarity of direction, lack of specific objectives and anticipated

outcomes).

In sum, the 1976-77 program was characterized by:

1. the development of models based on the programs developed in pilot projects;
2. the focusing of these models around Boys' Clubs program areas;
3. the incorporation of mechanisms that provide data for project monitoring and programatically enable simplified program implementation.

The 1977-78 program differs from the previous two years in that the major emphasis was on organizational factors that will contribute to the continuation of the alcohol abuse prevention focus within the Boys' Club organization. Seven pilot sites were selected and funded in order to determine the replicability of the models. Each site was given a $2,000 mini-grant to use in implementing a prevention program. Project coordinators from each of the seven sites attended a three-day Consultation in December. The Consultation was designed to provide alcohol abuse prevention information, program skills, values clarification and communication skills. At the Consultation each pilot site was given a pre-publication copy of the manual Alcohol Abuse Prevention: A Comprehensive

Guide for Youth Organizations which specified the program elements of the models developed in the previous years.

The 1977-78 Consultation was comparable to the 1976-77 Consultation in that: (1) participants arrived with proposals; (2) no youngsters participated; (3) project resource persons were in attendance; and (4) program objectives and time lines were developed as part of the Consultation experience.

A Sharing workshop was held at BCA headquarters in May. At this time, program coordinators shared the materials and activities they developed in adapting the program models to their local conditions. This "Sharing" also provided a forum for the discussion of problems encountered with regard to program implementation as well as program successes. During the Sharing, the outreach thrust of this year's programs became apparent. In general, the local sites utilized the TEAM group as a primary core of leaders who were trained to disseminate the alcohol abuse prevention-education motif to other Boys' Club members and the general community.

## AIMS OF EVALUATION

The basic unit of analysis of this evaluation will be the seven pilot sites. This will involve both a formative and summative aspect. The formative evaluation will answer the questions:

Were the model programs implemented?

Are the models described in the program-developed manual capable of adaptation in different sites?

The summative evaluation will assess the impact of the program on the youngsters in the seven pilot sites.

In addition, the formative evaluation involved the provision of feedback information to program administrators at the national level. Hopefully, this information was useful in the guidance and reformulation of the program. The formative aspect of this evaluation effort served to enable the director and his staff to assess goals and objectives, identify those modalities which were most effective, and identify exceptional performances. The evaluators met with the national director on a monthly basis to review and monitor the progress of each project. The project director was provided with data on the operations of each program which guided his observations and

helped him to reformulate aspects of the program. The director was alerted to weaknesses and strengths of various projects. This served the operational needs of the national staff. The national staff welcomed this information and readily adopted those suggestions which, in their professional judgment, they believed would be appropriate.

The summative evaluation isolates the objectives to be evaluated, the strategies used to reach these objectives, and assesses the impact of the program on the participants. Further, it attempts to link in a coherent fashion program objectives to program activities and program outcomes.

## FORMATIVE EVALUATION

### Implementation of Models

The following analysis of the implementation process in the seven sites conducting model programs incorporates much of the data presented in the formative evaluation to the National Director.

### Data Collection Instruments and Data Gathering Activities

The data base for this endeavor comes from several sources. As the models were developed around a series of behavioral objectives, it was decided that the assessment

aspect of the objective approach could serve both a self-monitoring and evaluation function.

The evaluators made available to the project coordinators a series of rating sheets appropriate to the various projects. The aim of these sheets was to help the coordinators monitor progress toward attainment of objectives. The evaluators also encouraged and offered assistance to those project coordinators who wished to produce their own rating sheets for assessment of objectives.

In addition to the rating sheets, the Trip Reports of the National Staff gave the evaluators another perspective on local program progress. Project coordinators were interviewed by the evaluators during the "Sharing" in May. The evaluators used a structured interview technique to determine the nature of the implementation process in the individual clubs. The interviews were taped and the protocols were analyzed by the evaluators. When direct quotes appear in the club analyses, they are extracted from these protocols.

## BOYS' CLUB OF COACHELLA VALLEY

The project TEAM program conducted by the Boys' Club of Coachella Valley was based on a media model.

The Boys' Club of Coachella Valley is located in an agricultural community in the Lower California desert. Sixty-five percent of the Boys' Club membership are Mexican American; 20% are Black; the remainder are Anglo. The Club is physically bounded by two high-density low-income housing projects, a farm labor camp and two middle-class housing tracts. The Project Aware group consisted of 13 young men between the ages of 14-18 who reflect the various ethnic and economic strata of the Club. Half of the participants were Keystone Club members who had become interested in Project TEAM after hearing about it at the Keystone Conference. The remaining group members responded to a series of posters and other promotional materials that were prominently displayed in the Club.

The Coachella Valley community had experienced 15 deaths of teenagers in six alcohol-related car accidents over a two-month period. The project coordinator characterized the media's attitude to these events as remote and apathetic. His program was geared to "exploiting" the potentialities of the media to bring to the community a new

awareness of the alcohol problem existing in its midst.

Prior to the Consultation, the Project coordinator did not have a clear idea of what his role would be. The Consultation provided him with the skills needed to run his program, as well as clarified the nature of his role. Any remaining problems were overcome during the first on-site visit.

According to the Project coordinator, several factors helped ensure the success of the project. The resource material and training provided by BCA were rated as excellent. The motivation and commitment of the participants were sustained throughout the duration of the project. The manual Alcohol Abuse Prevention: A Comprehensive Guide for Youth Organizations presented a clear-cut, easy-to-follow media model. The Coachella Valley project added "a concerned group with lots of enthusiasm."

Members of Project Aware appeared on four local television shows, and spoke on seven radio talk shows. The group's activities received enthusiastic newspaper coverage. The group developed slogans, poster designs, pictures for presentation, and public service radio commercials. These demonstrated creative insight into the problems of

alcohol abuse. In the opinion of the coordinator, the Boys' Club has benefited greatly from this exposure.

With few exceptions, Project Aware "has provided more positive experiences than any other project in which we are currently involved." The Boys' Club of Coachella Valley has paid for all of its full-time staff to attend the Project TEAM training workshops, and is searching for additional funding so as to continue the project. Mailers are being prepared for all clubs in the Pacific Region with an explanation of the Project and its activities. In addition, posters are being distributed to local civic groups.

## BOYS' CLUB OF DENVER

The TEAM Project at the Boys' Club of Denver, Inc., is called AAPAC (Alcohol Abuse Prevention through Arts & Crafts). Club membership is predominantly low-income Chicago (87%) and this is reflected in the TEAM group. Thirteen of the TEAM members are of Mexican descent, two are native Americans.

The TEAM coordinator felt that the main purpose of AAPAC was to test the replicability of the Arts and Crafts model. The second major objective was to give the Boys' Club of Denver participants the opportunity to "creatively express ideas and values relating to alcohol, its use and its abuse."

The coordinator attempted to recruit TEAM members who would be reliable and who were most interested in alcohol abuse prevention.

According to the Project coordinator, the initial Consultation served to help him understand what he would be doing. Even after the Consultation he was somewhat unsure of his role responsibilities. His main concern had to do with competing demands on his time. This concern was realistic since the program was initiated during one of his most demanding time periods. As the program got under

way, the demands on his time decreased to a manageable 1 to 1-1/2 hours a week.

The resource that proved most valuable was the manual provided by Boys' Clubs of America. He said, "The open-ended approach let the participants change the manner in which the program was to be presented and also the manner in which everything was to be produced." He also felt the other support services offered by BCA had been helpful. Funding was "not important at all" to the success of this program.

Although the program was considered successful, there were several notable problems. The first concerned the confusion between alcohol abuse prevention and alcoholism treatment. This manifested itself when a member of Alcoholics Anonymous came to the Club for a presentation. TEAM members were very moved by the activity and became committed to the A.A. approach. As this process developed, the group deviated from the prevention-education focus of TEAM. The participants wanted to switch the emphasis of the program from independent decision-making to a crusade for abstinence. It took two weeks of unplanned activities to bring the perspective into focus again.

A second problem, according to the coordinator, had

to do with the rationale and meaning of the values clarification activities. It appears that this coordinator was confused as to the distinction between energizers and values clarification activities. He repeatedly referred to these activities as "games."

The third main problem was attendance. Competing attractive activities reduced attendance rates by one-third.

Despite these operational problems, the coordinator felt the program was worthwhile. He pointed to both tangible and intangible evidence of success. A six-minute videotape was produced and has been shown to several youth agencies. Brochures and posters were also produced and disseminated. Most important are the changes in behavior and attitude of the participants who "appear to have solidified their attitude on personal use of alcohol."

The Denver Boys' Club hopes to continue an Alcohol Abuse program. Funding is being sought from private and governmental sources.

## BOYS' CLUB OF FLORENCE

The Boys' Club of Florence "Boys and Booze" project followed the Keystone (public service) model. Their primary goal was to develop responsible decision-making about the use of alcohol among the members, who would then disseminate information to other Boys' Club members and the surrounding community.

The Boys' Club of Florence is located in the City of Florence, South Carolina. About 55% of the county population is rural. Florence is a rapidly growing city. The Boys' Club is located in the northwest side of Florence. One of the factors for establishing the Boys' Club in this particular community was its high rate of juvenile delinquency.

Many of the families in this community are on some type of public assistance. Families are large and frequently there is only one parent present in the home. The neighborhood is approximately 60% Black, 40% white. The Club is 90% Black, and 10% white. The white membership is self-segregated and self-limited into specific sports activities.

The Keystone Club members who are the core of the TEAM group do not typify the Boys' Club population.

According to the Project director, "they are leaders" and typically "come from better homes." The aspect of the program that was most appealing and challenging to the Florence Boys' Club staff was that "kids would be trained to help other kids."

The Florence Boys' Club is a very active unit that sponsors many special "innovative programs." The Staff member in charge ( who was later changed) came to the Consultation with a fairly clear idea of what the Club wanted to do. However, the Consultation was very useful in teaching techniques to achieve objectives. The skill sessions which demonstrated energizers, values clarification activities and communication skills were especially useful.

The Executive Director (who maintained a deep commitment to and involvement in the program) indicated that while he found the manual very useful, he believed its potential could be recognized only in conjunction with skill training and guidance in effective program planning and management.

The program in Florence was unique in that it was not under the sole direction of the Project coordinator. In Florence, the Project coordinator worked very closely

with the Keystone advisors, the Executive Director and other staff members. The entire Florence organization benefited from the program as (in the words of the Executive Director) "it lifted our organization and was a catalyst for our staff" The TEAM advisor spent approximately one month in planning prior to the actual operation of the program. It was felt that this was time well spent as the program ran very smoothly afterwards.

The program's outreach effort was actualized in a successful Health Fair and in distribution of project-developed pamphlets which were disseminated throughout the community. It was felt that despite the fact that the basic model was designed in another community, the Florence Boys' Club had imprinted their own mark on the Keystone model. They hope to sustain the program in the coming year.

MARLBORO BOYS' CLUB

The Project TEAM program in Marlboro, Massachusetts--P.L.A.E.W. (Peer Leaders Alcohol Education Workshop)--followed the Peer Leadership model.

Marlboro, Masscahusetts, is a small city (population 32,000) located 30 miles west of Boston. It has a primarily white working-class population and this is reflected in the Boys' Club membership. The Project TEAM group reflects the Club membership in all ways except age, as the Project coordinator decided to recruit senior members (16-17 years) for the program. The pool of potential participants went beyond the Boys' Club membership. Letters describing the program and soliciting participants were sent to local community agencies and schools as part of an outreach effort. The final group consisted of ten Boys' Club members and four newcomers, all of whom were deemed to be potential leaders. However, no attempt was made to select only "model" youngsters and, in fact, several members of the group had been involved in troublesome incidents.

The Project coordinator stated that his main aim was to "develop in the kids the ability to think through the consequences of their behavior." He felt that the

project had a definite effect on the participants in terms of their growth, maturity and leadership capabilities. Furthermore, Project TEAM proved to be "one of the most valuable dynamic programs to come in to our Club to date." The coordinator was positive in his evaluation of the support services available. The Consultation served to clarify the direction of the program, to define his responsibilities as a coordinator, and to motivate and inspire him to implement the model.

The on-site visit of the national staff proved to be beneficial. In fact, the coordinator felt "it would have been impossible without their assistance." Local community agencies also were helpful. The manual Alcohol Abuse Prevention: A Comprehensive Guide for Youth Organizations was cited as the most important resource available. The coordinator felt comfortable using the Peer Leadership model and found it readily adaptable to his Club. TEAM Times was perceived of as a valuable public relations device and it was circulated to Board members on a regular basis. Its educational value to this coordinator was minimal.

Funding was important to the success of the program as the Club's budget is limited. However, the coordinator felt the potentiality for adoption without

extra funds exists if the program is modified to some degree. The coordinator reported that heavy demands were made on his time during the initiation phase of the program. The unit director, who worked very closely with the Project coordinator during the duration of the project, also found he was spending approximately ten hours a week on TEAM-related activities.

The Project TEAM Peer Leaders in Marlboro, Massachusetts, conducted a series of workshops before school groups, community organizations, group clubs, as well as in the Boys' Club. In this way hundreds of young people were exposed to the program. The program was viewed as a success by the coordinator of the project, who plans to continue the project beyond the funding period.

## OAKLAND BOYS' CLUB

The TEAM project at Oakland, California--SLAP (Students Learning Abuse Prevention)--is based on a Peer Consulting model. This Club serves a population that is 99% Black. Seventy-five percent of the Club members come from one-parent families, many of whom receive public assistance. The 20 male and female youngsters in Project TEAM were selected from the Teen program. The age range is 13-19.

The major goal of the program was "to train peer consultants who would be able to guide their peers through the decision-making process on a one-to-one basis in an effort to help young people make decisions."

Among the difficulties encountered by this coordinator was the linkage which was made between alcohol abuse prevention and alcoholism. This distinction had to be made early in the initiation phase of the implementation so that a stigma would not be attached to TEAM membership.

Another problem encountered was the demand on the coordinator's time which conflicted with her other professional responsibilities. After the initial stages, these problems were overcome. A third problem had to do with the initial lack of support from the unit director

who, new to the Boys' Club, did not understand how this special program fit into the regular operational activities for which he was primarily responsible.

The coordinator found the services and technical assistance provided by the national staff enabled her to implement a successful program. The Consultation and field visits clarified her role responsibilities. The manual provided a step-by-step guide to implementing a Peer Consultation program. TEAM Times proved to be helpful in that it highlighted the national thrust of the project.

Tangible evidence of the success of this model is the Oakland, California, "Hot Line Consulting Service" manned by trained peers. The coordinator looks with pride at the participants who display "an increased ability to communicate with people." This newly-developed ability "has helped them in their school work and at home with their families."

The Oakland Boys' Club is making plans to continue the program and feels confident that the project will continue to benefit both the Boys' Club and the community.

BOYS' CLUB OF ST. CROIX, INC.

CHRISTIANSTED UNIT

The Project TEAM program in St. Croix draws its members from the two Boys' Club units on the island. The club membership is Black and poor. The program is based on a values clarification model. It has been organized in order to enable young people to make responsible decisions about alcohol through exploring and understanding their values and those of others.

The youngsters in Project TEAM reflect the general Boys' Club population. The directors of both units were asked to select participants who wanted to join or who had alcohol-related problems. Sixteen young people (boys and girls) were selected and 14 remained active throughout the project year.

The goal of this Values Clarification program was to develop the skills necessary so that this core group could become agents of diffusion for the program throughout the community.

The project coordinator said the initial three-day Consultation was invaluable in preparing him to run a prevention program on the island. Although the coordinator had a strong desire to be involved in the project, he had

been unsure of his capabilities. Attending the workshop helped to build his confidence and clarified what was expected of him.

Initially, some of the Board members of the Boys' Club in St. Croix had reservations about the project. They feared it would deter the coordinator from fulfilling his professional responsibilities. However, other Board members were supportive and the program was initiated.

The coordinator was able to run the program without neglecting his other responsibilities. However, he did spend a great deal of time on the project. For the first few weeks it required approximately four hours a day of his time. By the end of the project year the commitment of time was reduced to six hours a week. In addition, the coordinator used his funds to employ a part-time worker for ten hours a week to supplement his efforts.

The resources, particularly the manual, provided by the National Staff were thought to be helpful. TEAM Times was useful to a lesser degree. The support services and personal visits were very helpful and important.

This coordinator believed he would have had difficulty running the program without technical assistance or funding. He thought the Board would not have gone along

with the program even though he believed the program was not dependent on outside funding.

According to the coordinator, the TEAM members are now more aware of the importance of responsible drinking behavior. He hopes to expand and continue the program.

## WARWICK BOYS' CLUB

The Warwick Boys' Club, located in Warwick, Rhode Island, serves a predominantly white population of varied ethnic and economic backgrounds.

The Warwick TEAM project originally involved three sites. Recruitment for the program was accomplished by having the Unit Director discuss TEAM with small groups and/or individual members. The Project Coordinator also visited the sites to recruit TEAM members. He initiated discussions with members around the idea that teenagers were a special group with many important decisions to make and that one of the important decisions they were probably facing was whether to use alcohol and how to use it. These informal discussion groups on decision-making generated the original group members for Project TEAM.

Almost immediately it became evident that only two of the groups would implement a program. The two groups differ in that one is coeducational and is composed of predominantly middle-class youngsters who come from two-parent families. The other is all male and predominantly working-class in origin. In addition, the latter Club has two older retarded members.

The Warwick site set out to implement the

"Prevention through Cultural Exploration" model. The greatest problem with this model is that it is somewhat dependent on members' ability to do research. One of the two sites had difficulty implementing this model, as the members' reading ability was low.

The coordinator said that the Consultation served to clarify his role. The technical assistance he received from the National Staff was beneficial and very motivating to the Club members. He felt the manual was easy to follow and that a program could be developed around the models without much difficulty, assuming trained personnel are available.

According to the coordinator, the greatest obstacle to adopting models is financial, in that a great deal of staff time is needed to run a special program like this. This site used their money to hire a coordinator who worked 15 hours a week exclusively on TEAM. About half the time was spent doing research for the group, many of whom were incapable of doing the research independently.

During the first few months, adcording to the coordinator, "the group discovered that what they had to say had value." They learned the importance of listening with an open mind, and making decisions based on information,

not on what other people did.

Despite some of the difficulties in conducting research, the tangible results of the program were rewarding to all who participated. The first project was a poster presentation of how alcohol is portrayed in the media. The second project included charts and graphs of cross-cultural comparisons of alcohol consumption. The booklets which were prepared were distributed at a regional shopping mall by the program participants.

The TEAM members felt that their presentations showed the public that "the Boys' Club means more than basketball and summer camp."

In 1977-78, BCA Project TEAM successfully introduced seven demonstration projects serving varied populations. The implementation of models developed in different circumstances with other populations to new settings demonstrates the adaptability and utility of the models. Further, it argues for the existence of seven protypical programs in the area of Alcohol Abuse prevention which can be adapted and incorporated (with modification) into ongoing Boys' Club activities.

## SUMMATIVE EVALUATION

### Data Gathering Instruments and Activities

Two instruments were developed by the evaluators to assess the projects' impact on the participants. The first was a paper and pencil instrument consisting of a series of demographic questions, questions designed to elicit information on patterns of alcohol use, and questions about the youngsters' preference for specific activities. This questionnaire was designed to be administered on a pretest, posttest basis to the Project TEAM groups as well as control groups. Local project coordinators selected Club members to serve as a control group. Coordinators were instructed to select groups comparable to the TEAM group in terms of sex, ethnicity and socioeconomic status. All respondents were paid $3 for completing each questionnaire. This approach was used to insure a high return rate.

The second data collection instrument was a structured open-ended interview schedule for the project participants. The purpose of the interview was to elicit in a personal fashion the participants' experiences with the project, their attitudes toward alcohol, their drinking behavior, as well as generalized feelings of growth and

self-actualization. The interview was designed to be non-threatening and hopefully added a perspective which might be unattainable if a written instrument were used exclusively. It is believed that this two-pronged approach (i.e., questionnaire and interview) complement each other and provide a rich data base to gauge the true impact of the program.

During the Consultation the evaluators had presented a rationale for the evaluation and attempted to enlist the support of the group. In January, the first set of instruments was mailed directly to each project coordinator with instructions for administering the instrument. Several follow-up phone calls were made in order to maximize the number of returns.

Because the individual data collection was a two-step process and because it was necessary to guarantee individual anonymity, the following technique for subject identification was used. In each Club, each participant was asked to construct a code number for himself based on the letters of his first and last names and his date of birth. These self-generated numbers were used to match the instruments and, at the same time, eliminated the need for identification by name. The second set of instruments

was given to the project coordinators in May when they came to New York City for the Pilot Sharing. Again, several follow-up requests for return of questionnaires were made by the evaluators.

The second aspect of the Summative Evaluation consisted of structured interviews with a sample of five participants at each local site. The interviews were conducted by the Project Director, Mr. Donald Jordan, and his associate, Mr. Brian Windsor. The interview schedules were designed to elicit in-depth information from the participants. The evaluators were interested in gleaning examples of behavioral and attitudinal changes resulting from participation in the project. The interviewer's art consists in creating a situation wherein the respondent's answers will be reliable and valid. The ideal sought is a permissive situation in which the respondent is encouraged to voice his frank opinions without fearing that his attitudes will be revealed to others and without the expression of any surprise or value judgment by the interviewer.

The interviewers were prepared by the evaluators and instructed to record the verbatim responses of the participants. Frequently these responses illustrate the

nuances of attitude that questionnaires cannot tap. In order to check on the veracity of the interviewee the interviewer was asked to answer several questions after each session. The questions dealt with the interviewer's estimation of the ability of the participant to understand each question and his confidence in the honesty of the responses.

The interviews were conducted in May and June of 1978 and the completed protocols were returned to the evaluators for analysis.

Data Analysis

Description of the Sample. The data presented below are based on 65 completed questionnaires (matched pretest and posttest) for TEAM members and 39 completed questionnaires (matched pretest and posttest) for the Control group youngsters (Table 1). In addition, partial data from 111 subjects were received. This was in the form of pretests or posttests from subjects classified as TEAM members or control group youngsters. The data from these unmatched questionnaires are not included in the analysis.

Of the 65 TEAM members, 47 (72%) were male and 18 (28%) were female. The Control group is (87%) 34 male and

TABLE 1

QUESTIONNAIRE RETURNS BY CLUB

| | Matched Pre & Post TEAM Members | Matched Pre & Post Control Group | Unmatched* (Control and TEAM) |
|---|---|---|---|
| Boys' Club of Coachella Valley | 11 | 0 | 12 |
| Boys' Club of Denver | 11 | 6 | 5 |
| Boys' Club of Florence | 7 | 3 | 17 |
| Marlboro Boys' Club | 11 | 10 | 10 |
| Oakland Boys' Club | 11 | 5 | 27 |
| Boys' Club of St. Croix | 7 | 10 | 14 |
| Warwick Boys' Club | 7 | 5 | 26 |
| TOTAL | 65 | 39 | 111 |

*This accounts for unmatched pre- post-tests from both project TEAM members and the Control group.

(13%) 5 female. The TEAM program was designed for adolescent and teenage Boys' Club members. Of the respondents, 24% were 11-14 years of age, 54% were 15 and 16, and 22% were over 17 years old. The Control group was comparable with regard to age.

The evaluators were interested in the socioeconomic status of youngsters in the TEAM program, as they believed it might be an important variable in explaining drinking behavior and project impact. Because youngsters are often unaware of family income levels, reported income from this source is not a reliable indicator of socioeconomic status. In this sample, 66% of the TEAM participants indicated they did not know their family income level.

A Revised Occupational Scale for Rating Socio-Economic Status was used to assess the social class of the participants. This multidimensional occupational scale, developed by Martin Hamburger in 1968, is a modification of Warner's Occupational Factor (1949). The scale focuses on occupation as the major component of socioeconomic status as this information is more obtainable and more reliable than other indicants of socioeconomic status. The occupations of heads of households are ordered along a seven-point scale, ranging from those occupations that are

high in income, responsibility, prestige and behavior control, to those characterized by lesser amounts of these factors. Table 2 describes the socioeconomic status of the group.

There are no level 1 (professionals, big businessmen) heads of households in the sample and very few level 2 or level 3 (semi-professionals, small businessmen and white-collar workers) households. Levels 4, 5 and 6 represent the majority of the population. These categories consist of such occupations as skilled workers, sales personnel, clerical workers, service employees, minor civil servants, semi-skilled workers and unskilled workers. Level 7 represents occupations which are marginal to the labor force. Thus, the population served by the project typically fell into levels 4 through 6 on the Revised Occupational Scale for Rating Socio-Economic Status.

It is also instructive to investigate factors other than occupation and social class in order to understand the nature of the population. Seventy-two percent of the respondents in the TEAM group indicated that they are living with both parents. Two-thirds of the respondents report that their mothers are in the labor force. The participants come from large families. Twenty-eight percent

TABLE 2

RATINGS OF OCCUPATION OF HEAD OF HOUSEHOLD

(USING A REVISED OCCUPATIONAL SCALE FOR RATING SES)

| Levels | TEAM | Control |
|---|---|---|
| 1* | 0.0 | 0.0 |
| 2 | 4.6% | 0.0 |
| 3 | 4.6% | 5.1% |
| 4 | 21.5% | 7.7% |
| 5 | 26.2% | 28.2% |
| 6 | 13.8% | 33.3% |
| 7 | 4.6% | 2.6% |

*Levels are ranked from high to low, based on income, prestige, responsibility, training and control factors of occupations.

**Totals do not equal 100% due to missing data.

of the youngsters in the TEAM group were from families with 2 or 3 children, 46% came from families with 4 to 6 children, and 26% have more than 7 children in the family.

Thus, the TEAM population may be described as coming from stable working-class family backgrounds. It is of interest to juxtapose these characteristics with the expressed educational plans of the TEAM members as this variable is often associated with social class.

The respondents were asked to indicate how far they planned to go in school. Table 3 indicates that significant differences existed between TEAM members and the Control group in their responses to this question. Whereas almost 70% of the TEAM group were planning to attend some post-high school institution, only 41% of the Control group expressed this level of educational aspiration. The presence of this relatively high level of educational aspirations in a working-class population may reflect an upwardly mobile population with a middle-class orientation.

One could argue from this data that the Project TEAM members are a unique group within the Boys' Club. A latent function of the recruitment procedure resulted in the selection of TEAM youngsters who came from stable homes

TABLE 3

EDUCATIONAL PLANS

| | TEAM | | Control | |
|---|---|---|---|---|
| | N | % | N | % |
| Some high school | 1 | 2 | 1 | 3 |
| Graduate high school | 13 | 20 | 20 | 51 |
| Technical, business or nursing school | 7 | 11 | 2 | 5 |
| Some college | 13 | 20 | 1 | 3 |
| Graduate college | 23 | 35 | 13 | 33 |
| Graduate or professional school | 8 | 12 | 2 | 5 |

where high value appears to be placed on work and education. In selecting youngsters for the program, the coordinators appear to have chosen youngsters with leadership potential, as dissemination was an important program priority in all sites, and thus produced a unique population.

Impact of the Program

The rationale behind the Boys' Club Project suggests that positive feelings towards oneself and others will lead to responsible decision-making in many areas. Thus, when youngsters are confronted with difficult decisions regarding alcohol, those who have developed greater insights into themselves, their values, and their own worth will be better able to weigh alternatives and make informed, reasoned decisions. In addition, it was believed that in order to influence as many youngsters as possible, trained youngsters are the greatest source of influence with respect to responsible decision-making.

In order to arrive at conclusions regarding the effectiveness of the program, the evaluators examined the participants' reactions to the TEAM meetings, the self-reported drinking patterns of the youngsters, and self-reported expressions of growth and development.

TEAM Meetings

The participants rated the TEAM meetings very favorably. When presented with a series of descriptive adjectives ranging from "boring" to "helpful" and asked to select those that best described the way they felt about the meetings, "fun," "worthwhile" and "helpful" were the three most frequently cited descriptors. Attendance is also an important indicant of successful programming. Sixty-three percent of the participants attended most of the meetings and 14% attended all of the meetings.

Patterns of Drinking Behavior

The extent of drinking behavior among teenagers is not known. A study by the Research Triangle Institute (1975) of a nationwide representative sample of junior and senior high school students found that 27.3% of the young people surveyed were alcohol abstainers. Of the remaining 72.7%, the following distribution based on frequency and amount of alcohol consumed emerged: 16.3% were infrequent drinkers; 16.6% were light drinkers; 15.5% were moderate drinkers; 13.7% were moderate/heavy drinkers; and 10.6% were heavy drinkers.

Tables 4 through 9 summarize patterns of drinking behavior of the Project TEAM participants and the Control

TABLE 4

FREQUENCY OF BEER DRINKING
DURING PREVIOUS MONTH

| Frequency | TEAM Month Before Program* | TEAM Month After Program | Control Before | Control After |
|---|---|---|---|---|
| Not at all | 49.2% | 44.6% | 33.3% | 35.9% |
| 1 or 2 times per month | 36.9% | 24.6% | 43.6% | 28.2% |
| 1 or 2 times per week | 7.7% | 27.7% | 12.8% | 17.9% |
| 3 or 4 times per week | 3.1% | 3.1% | 5.1% | 17.9% |
| 5 or 6 times per week | 0 | 0 | 0 | 0 |
| Every day | 0 | 0 | 0 | 0 |

*In Tables 4-9, totals may not equal 100 because of rounding and missing data.

TABLE 5

AMOUNT OF BEER CONSUMED AT AVERAGE
SITTING DURING PREVIOUS MONTH

| Amount | TEAM Before | TEAM After | Control Before | Control After |
|---|---|---|---|---|
| None | 40.0% | 38.5% | 35.9% | 30.8% |
| 1 can or less | 27.7% | 23.1% | 17.9% | 23.1% |
| 2 or 3 cans | 12.3% | 23.1% | 25.6% | 20.5% |
| 4 or 5 cans | 9.2% | 9.2% | 12.8% | 17.9% |
| 6 or more cans | 10.8% | 6.2% | 7.7% | 7.7% |

TABLE 6

FREQUENCY OF WINE DRINKING DURING THE PREVIOUS MONTH

| Frequency | TEAM | | Control | |
|---|---|---|---|---|
| | Before | After | Before | After |
| Not at all | 67.7% | 84.6% | 76.9% | 71.8% |
| 1 or 2 times a month | 23.3% | 15.4% | 23.1% | 28.2% |
| 1 or 2 times a week | 0 | 0 | 0 | 0 |
| 3 or 4 times a week | 0 | 0 | 0 | 0 |
| 5 or 6 times a week | 0 | 0 | 0 | 0 |
| Daily | 0 | 0 | 0 | 0 |

TABLE 7

AMOUNT OF WINE CONSUMED AT AVERAGE SITTING DURING PREVIOUS MONTH

| Amount | TEAM | | Control | |
|---|---|---|---|---|
| | Before | After | Before | After |
| None | 63.1% | 59.0% | 59.0% | 59.0% |
| 1 glass or less | 21.5% | 38.5% | 38.5% | 25.6% |
| 2-3 glasses | 15.4% | 2.6% | 2.6% | 15.4% |
| 4-5 glasses | 0 | 0 | 0 | 0 |
| 6 or more glasses | 0 | 0 | 0 | 0 |

TABLE 8

FREQUENCY OF LIQUOR DRINKING
DURING PREVIOUS MONTH

| Frequency | TEAM | | Control | |
|---|---|---|---|---|
| | Before | After | Before | After |
| Not at all | 58.5% | 69.2% | 64.1% | 61.5% |
| 1 or 2 times a month | 41.5% | 30.8% | 35.9% | 38.5% |
| 1 or 2 times a week | 0 | 0 | 0 | 0 |
| 3 or 4 times a week | 0 | 0 | 0 | 0 |
| 5 or 6 times a week | 0 | 0 | 0 | 0 |
| Daily | 0 | 0 | 0 | 0 |

TABLE 9

AMOUNT OF LIQUOR CONSUMED AT AVERAGE
SITTING DURING PREVIOUS MONTH

| Amount | TEAM | | Control | |
|---|---|---|---|---|
| | Before | After | Before | After |
| None | 47.7% | 63.1% | 64.1% | 59.0% |
| 1 drink or less | 23.1% | 13.8% | 23.1% | 17.9% |
| 2 or 3 drinks | 16.9% | 16.9% | 10.3% | 12.8% |
| 4 or 5 drinks | 12.3% | 6.2% | 2.6% | 10.3% |
| 6 or more drinks | 0 | 0 | 0 | 0 |

groups prior to and after their exposure to Project TEAM. The level of alcohol abstainers in this group appears higher than that reported by the Research Triangle Institute (27.3%) and by the 1976-77 Project TEAM participants (30%).

When asked how frequently they had consumed alcoholic beverages during the last month, a very high proportion indicated "not at all"; 49.2% of TEAM members had not consumed beer; 67.7% had not had wine; 58.5% had abstained from liquor. (While the respondents are not always consistent in responding to questions of frequency and amount, the level of abstinence is high.) Of those who did report drinking, the majority had consumed alcohol once or twice during the last month.

None of the participants drank wine or liquor more frequently than once or twice in the month. The Control group's drinking patterns (in terms of frequencies) were comparable.

Frequency of consumption is only one aspect of drinking behavior. Amount consumed at one sitting helps to clarify behavior patterns with regard to alcohol. In response to queries about amount consumed at one sitting, the pattern of moderation in drinking behavior remained evident. A minority (20%) indicated drinking 4 or more

cans of beer or (12%) more than 4 drinks of liquor at one sitting. This minority could be labeled heavy drinkers.

The degree of change in the direction anticipated by the program was limited by the moderate drinking patterns which were indicated on the pretest. However, despite their already moderate use of alcohol, the participants exhibited movement towards increased moderation after exposure to the program both with regard to frequency and amount of consumption of wine and liquor. The pattern is not as distinct with regard to beer.

The data from the personal interviews give us a perspective on how the TEAM program affected the participants' drinking behavior. A 16-year-old girl from Marlboro told us, "I used to drink at parties until I got bombed; now I just have one or two drinks. Now I know that it's not such a big deal to get drunk. . . . I feel more like an adult; I don't have to do what the crowd or my boyfriend want me to do if I don't think it's right." This shift in the direction of moderation was echoed by another member of that group who told us he used to drink beer on a regular basis. Now he said, "I don't drink as much; I drink every so often but I'm going to quit. I

feel more confident about myself and I like myself better now."

For many youngsters, drinking is an integral part of the social process. Prior to the inception of the program, the most commonly cited reasons for drinking (among those TEAM youngsters who drink) were "to have a good time" (71.7%) and "to celebrate" (63.0%). After participating in the program, the link between celebration, conviviality and liquor still existed in both the TEAM group and the control group. (A small minority cited what might be labeled as negative escapist reasons for drinking, i.e., "to feel better" (8.7%) or "to forget problems" (8.7%).)

Piror to the program, TEAM participants who do not drink most frequently cite "it's a poor health practice" (77.8%) and "there are too many dangers" (44.4%) as reasons for abstaining. Control group youngsters who abstain from alcohol indicate thet do so because their parents do not allow them to drink (66.7%) and because "drinking leads to trouble" (58.3%). After the program there was an increase in the absolute number of abstainers. Some gave their reasons for abandoning the use of alcohol. For example, "I don't drink at all anymore. I never really

liked it but used to go along with my friends." In the words of a 16-year-old Warwick TEAM member who discussed the change in his attitude toward alcohol, we see further evidence of the impact of the program. "I used to just think of it as something to have fun with. Now I know it's something to handle with caution."

By the end of the project year, both groups pointed to the many dangers involved in alcohol consumption as a reason for abstinence. This reflects a heightened awareness about alcohol throughout the Clubs.

While the Project TEAM members had the most intensive and direct exposure to alcohol abuse prevention, it would be wrong to assume that the other members of the Club were untouched by the program. The Formative Evaluation indicates that in most sites the Project TEAM group was seen as a primary group whose leadership potential was being developed and who were expected to disseminate in various ways the TEAM message to other Club members. An indicant of their success is the degree to which control group members were exposed to the alcohol abuse education program.

## PERSONAL GROWTH AND DEVELOPMENT

As part of the written questionnaire, the respondents were presented with a list of 12 activities in which young people frequently engage. The respondents were asked to indicate the degree to which they enjoyed participating in these activities. The rationale for the program was such that one would expect that Project TEAM members would learn to enjoy certain activities (i.e., talking in front of people, discussing thoughts and feelings, and helping others) which they might not have enjoyed at the beginning of the program. We did not see change in the anticipated direction with regard to these activities. However, the TEAM group indicated that they enjoyed these activities even before the program began. Of the 65 TEAM respondents, 45 indicated they enjoyed meeting new or interesting people, 36 indicated they enjoyed talking in front of people, 37 said they like discussing their thoughts and feelings with their friends, and 61 said they enjoyed helping others. Thus we see further evidence of the possible atypicality of the TEAM sample in that the participants who were selected for their leadership potential already possessed, to some degree, the characteristics the program hoped to develop.

However, the data obtained from the in-depth interviews indicate that the participants believe that exposure to the program did result in greater confidence in themselves and their ability to make decisions. A 16-year-old boy in the Denver group said, "I feel better about myself. I know I'm getting along better without drinking. I felt good making the pamphlet, the posters and film. . . . We don't have anything like this in school; everything was new to me."

A 14-year-old boy from St. Croix said, "I used to hang around with friends who drink; they'd just want to get bombed. I've changed my friends. I made new ones who enjoy doing things I like. The values clarification helped me become myself."

A 16-year-old Florence TEAM member told how the program changed him. "I have a quick attitude and get into a lot of fights. Since I've been in the program, I haven't gotten into any fights. Talking to the boys and learning how to deal with my feelings and problems with others helped me."

A new sense of confidence was cited by an 18-year-old boy from Florence. "I feel more confident in myself that I can make my own decisions. I don't worry about

saying 'no' with my friends about getting smashed."

Another area of change noted by the youngsters was with reference to their ability to communicate their thoughts and feelings.

A 15-year-old girl from Marlboro said, "In the group we all got to know each other and talk about things important to us. I never did that before. I always goofed around. Now I do talk about serious things without feeling stupid that people will laugh. . . . I hate school but in the group I can talk about things and enjoy it."

A 16-year-old boy from Coachella Valley said, "I'm a good talker but wasn't a good listener; now I'm also a good listener. I have a better feeling about being able to really get along with people now, all kinds. I'm getting along better at home with my brother and sisters. I'm doing better in school because I listen better. It's funny, but I never would have thought how important it is."

A 16-year-old boy in the Oakland group said, "I think I listen to people more now. I used the skills at home and at school. My teacher said that I've changed since I've been in the project."

A 17-year-old Oakland girl told us, "I've learned

how to react to people's feelings, not just what they say."

With their newly-developed skills and their enhanced self-confidence, the TEAM youngsters indicate they are reaching out to others. Thus, a 19-year-old Florence boy said, "I'm learning how to help people who need help. I am gaining more confidence in dealing with people. I feel good about myself because I realize that I have something to offer the Boys' Club."

A 16-year-old boy from Coachella Valley told us, "I have more skills and confidence in helping others. I also feel that I can contribute something important to others. I have more confidence in myself."

## CONCLUSIONS

The focus of this section of the 1977-78 evaluation has been on the program implementation activities of the Boys' Clubs of America during the third year of a three-year grant from NIAAA. The purpose of this grant was to design and implement a national alcohol abuse prevention project designed to encourage young people to make responsible decisions about alcohol. The second section of the 1977-78 Evaluation will focus on the impact of the three-year grant on the Boys' Clubs of America as an

organization.

Based on the data presented above, the evaluators have reached the following conclusions:

The Boys' Clubs of America Project TEAM was able to transform seven model alcohol abuse prevention programs (developed during the first and second years of the NIAAA grant) into prototypes that are capable of incorporation into a Boys' Club program.

In the seven local sites, the projects had a marked impact on the participants. However, the impact of the program was limited by the nature of the population served in the local sites. It is suggested that when BCA undertakes future prevention programs, the exact nature of the target group be specified in light of program expectations. Through the outreach effort incorporated into the program, Project TEAM provided Alcohol Abuse Prevention services and information to new communities.

In the 1975-76 and 1976-77 Evaluations the evaluators made several programmatic recommendations with regard to the Alcohol Abuse Project. These recommendations dealt with the use of behavioral objectives, values clarification, use of existing intact groups, and experimentation with mini-type of alcohol abuse programs. The evaluators

believe these recommendations are still valid.

The manual Alcohol Abuse Prevention: A Comprehensive Guide for Youth Organizations is an excellent resource developed over the three-year span of the NIAAA sponsored project. The effectiveness of the manual is enhanced by the training and technical assistance offered by the BCA national staff. It is recommended that these services be continued in some manner, and institutionalized into the ongoing activities of either the national or regional staff.